DOCUMENT RESUME

ED 340 253 FL 019 989

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TITLE Family Kindergarten = Kinder para familias.
INSTITUTION Corona-Norca Unified School District, Corona, CA.
PUB DATE Aug 90
NOTE 58p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
LANGUAGE English; Spanish

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Bilingual Education; *Evening Programs; *Family Involvement; Homework; Kindergarten; Language Skills; Mathematics Instruction; *Parent Participation; Parents as Teachers; *Parent School Relationship; Primary Education; Reading Instruction; Records (Forms)
IDENTIFIERS California; Corona Unified School District CA

ABSTRACT

The Family Kindergarten program designed and pilot tested by a bilingual kindergarten teacher at Garretson Elementary School in Corona, California, is described. Based on the premise that parents are the most important and influential educators of children, Family Kindergarten was conceived as an evening class that includes parents and children working together. It is currently offered at five elementary schools in the school district, and positive results include increased volunteerism in the schools and parents who have become advocates for school reform. The program budget is reported, along with information on suppliers, announcements, parent letters, a calendar of events, reminders, and program letterhead. Five sections, which comprise the bulk of this report, are as follows: Session I (Kindergarten Homework); Session II (Reading with Your Child); Session III (Mathematics 1); Session IV (Language Development); and Session V (Mathematics 2 and Evaluation). Each section contains a lesson plan, agenda, and supplemental materials. Materials are in both English and Spanish. (LB)

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Family Kindergarten

Kinder para familias

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FL 019 989

BEST COPY AVAILABLE

by Jolinda Curtin

FAMILY KINDERGARTEN

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ACKNOWLEDGEMENTS

I would like to thank the following people and publishers for their kind support and efforts to make Family Kindergarten a reality for the parents and children of the Corona-Norco Unified School District:

Superintendent Don Helms and the Board of Education of Corona-Norco Unified School District

Mr. Frank Ware and Mr. Frank Passarella, principals of Garretson Elementary School, Corona-Norco Unified School District

The Kindergarten Staff of Garretson Elementary School

Mrs. Janis Bandich, Early Childhood Resource Teacher, Corona-Norco Unified School District

Mrs. Carolyn Bainer, Coordinator, Mentor Teacher Project, Corona-Norco Unified School District

Mrs. Anita LaVelle, Coordinator, English Language Development Program, Corona-Norco Unified School District

The Staff of the English Language Development Program, Corona-Norco Unified School District

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Family Kindergarten began at Garretson Elementary School in November, 1989. The program was designed and piloted by Jolinda Curtin, a bilingual kindergarten teacher at the school. Due to a poor return of homework assignments, Mrs. Curtin decided to begin a program that would empower parents to take a more active role in the education of their children. Based on the premise that parents are the most important and influential educators of children, Family Kindergarten was conceived as an evening class that would include parents and children working together. Parents were interviewed to determine possible dates and topics for the program. The classes began in January, 1989 and were held every three weeks. The topics included Homework, Reading Readiness, Language Development, and Mathematics. A six week course of Family Math was presented by the Mentor Teacher program as the mathematics component.

The pilot program was offered only to the parents in Mrs. Curtin's bilingual classroom, but attendance averaged 8 to 15 families per class. The class was conducted both in English and Spanish; materials were available in both languages. There was an emphasis on equal access to high quality textbooks and children's literature both in English and Spanish. Parents and children gathered for a short introduction to the evening's topic and then worked together on activities that could be completed and used at home. Parents were encouraged to share resources, experiences and concerns during question and answer periods. The return rate of homework assignments rose dramatically in Mrs. Curtin's class after the first session of Family Kindergarten. The homework was completed correctly and promptly by more students.

The success of the pilot program encouraged the kindergarten staff to offer the program to all six kindergarten classes during the 1989-1990 school year. After four years, the program is being offered at five elementary schools in the district. Teachers at each site are urged to survey the parents to determine their needs and interests before implementing the program. A Family Kindergarten newsletter is planned to allow teachers to collaborate and keep one another informed of new strategies and innovations.

Originally the goal of the program was simply to increase parent participation in the education of their children. After almost two years of operation, evidently the scope of the program is much greater. Parents who are empowered to participate in their child's education become advocates for school reform. They view themselves as partners in education and encourage other parents to take a more active role at school. Volunteerism has increased and parents are sharing their expertise with students and teachers.

Family Kindergarten Budget (25 families)

Session	1	2	3	4	5	Total
Teacher	$60.00	$60.00	$60.00	$60.00	$60.00	$300.00
Supplies	30.00					30.00
KinderKit	32.00					32.00
Books		30.00				30.00
Manipulatives			10.00		10.00	20.00
Printing				10.00		10.00
Refreshments	10.00					10.00
Doorprizes			10.00		10.00	20.00
Total	$132.00	$90.00	$80.00	$70.00	$80.00	$452.00

TEACHER= 2 hours preparation (curriculum development rate) and 1 hour teaching (hourly salary)

* This budget will fund a program for 25 families at a total cost of approximately $18.00 per family. Please adjust the total cost for the estimated number of participants at your school.

** Child care was not provided. Siblings were invited to attend, although the emphasis was on instruction for kindergarten students and their parents. Child care costs should be included if this is a planned part of your program.

FAMILY KINDERGARTEN

HOW TO SET UP FAMILY KINDERGARTEN AT YOUR SCHOOL

TARGET DATE: SECOND WEEK OF JANUARY

1. DISCUSS PROGRAM AT PARENT CONFERENCES.

2. ORDER ALL SUPPLIES IN NOVEMBER.

3. INVITE GUEST SPEAKERS. ALLOW 6 WEEK ADVANCE NOTICE.

4. ARRANGE TRANSLATION SERVICES (IF NECESSARY) FOR ALL SESSIONS.

5. SEND OUT SIGNUP SHEETS IN DECEMBER.

6. NOTIFY PARTICIPANTS OF ACCEPTANCE OR WAITING LIST IN DECEMBER. INCLUDE CALENDAR.

7. SEND OUT REMINDERS 3 DAYS BEFORE EACH MEETING OF FAMILY KINDERGARTEN.

8. HOLD WORKSHOP TO MAKE GRAPHS FOR MATH SESSIONS IN JANUARY.

9. PURCHASE REFRESHMENTS 1 DAY BEFORE FIRST SESSION.

10. GET READY, GET SET, GO!

SUPPLIERS

SESSION I

Lecture:

Overhead transparencies	School district warehouse
Xerographic paper	" " "

KinderKits:

Large manila envelopes	School district warehouse
Crayons	" " "
Scissors	" " "
Pencils	" " "
Glue sticks	" " "

Homework Corner Folders:

File folders	School district warehouse

SESSION II

Lecture:

Xerographic paper	School district warehouse

Paperback books	Scholastic, Inc. P.O. Box 7502 Jefferson City, MO 65102 (Every spring they have a Super Clearance Sale on English and Spanish paperback books)

SESSION III

Graph activities:

Poster board	School district warehouse
Removable sticky dots	Office supply

Family Math activities:

Cardboard egg cartons	Feed store or recycled donations
Spray paint - red	Discount store
Large lima beans	Grocery store/wholesale grocer
Large toothpicks	" " " "
Large elbow macaroni	" " " " "
Rubbing alcohol	" " " " "
Food coloring (2 colors)	" " " " "

Family Math and Matemática Para La Familia	Family Math Lawrence Hall of Science University of California Berkeley, CA 94720
	Each book $15.00 plus $2.00.
Math-Their-Way	Baratta-Lorton, Mary. Mathematics Their Way Addison-Wesley Publishing Co. 2727 Sand Hill Road Menlo Park, CA 94025-9915

SESSION IV

Chart paper	School district warehouse
Marking pens	" " "
Xerographic paper	" " "

SESSION V

Graphing activities:

Poster board	School district warehouse
Removable sticky dots	Office supply

Family Math activities:

Large lima beans	Grocery store/Wholesale grocer
Laminated construction paper, die-cut into tangrams	School district warehouse Media Center - Ellis die-cut machine
Xerographic paper	School district warehouse
Overhead transparencies	" " "

Announcing... Family Kindergarten

The Kindergarten Staff of Garretson Elementary School is again offering classes for kindergarten students and their parents. The classes will be held twice a month and we will cover topics such as homework, language development, reading and mathematics. Last year's classes were so successful that we must limit enrollment to just 25 families.

Please fill out the enrollment form and send it to your child's teacher as soon as possible.

WHEN?

Classes will be held on the second and fourth Wednesdays of each month from 7:00 to 8:00 P.M.

WHERE?

Classes will be held in Rooms K-1 and K-2 at Garretson Elementary School.

YES, we want to learn together at Family Kindergarten.

Please reserve a space for us.

Name of parent(s)_____

Name of student_____

Name of your child's teacher_____

_____

Telephone Number_____

Announcing... Family Kindergarten

Anunciando... Kinder para familias

Otra vez las maestras de kinder van a enseñar unas clases para los estudiantes de kinder y sus padres. Las clases se reunirán dos veces por mes y tocarán las tareas de casa, el desarrollo de lenguaje, la lectura, y las matemáticas. Debido al buen éxito que tuvimos el año pasado, tenemos que limitar la matrícula a 25 familias. Por favor, llenen la forma de matrícula y devuélvanla lo más pronto que sea posible a la maestra de su niño/a.

¿CUANDO?

Las clases se reunirán los miércoles segundo y cuarto de cada mes de las 7:00 a las 8:00 P.M.

¿DONDE?

Las clases se reunirán en Salones K-1 y K-2 de la Escuela Primaria Garretson.

SI, nos gustaría aprender juntos en Kinder para familias. Por favor, haga una reservación para nosotros.

Nombres de padre/madre _____

Nombre del estudiante_____

Nombre de la maestra de su niño/a_____

_____

Número de teléfono_____

Anunciando... Kinder para familias

FAMILY KINDERGARTEN

Dear Parents of _____ ,

Thank you for your interest in Family Kindergarten. Your reservation has been accepted for the five classes that will be held the _____ of each month. Please post the enclosed calendar for future reference. Welcome to Family Kindergarten!

Please notify your child's teacher in advance if you cannot attend a class as we have a waiting list. Thank you.

Sincerely,

Family Kindergarten Teachers

****

Estimados padres de _____,

Muchas gracias por su interés en las clases de Kinder para familias. Su reservación ha sido aceptada para las cinco clases que se reunirán el _____ de cada mes. Por favor, guarden el calendario para su referencia futura. ¡Bienvenidos a Kinder para familias!

Si no pueden asistir a una clase, favor de notificar al maestro/a de su niño/a porque tenemos una lista de personas que esperan un lugar. Muchas gracias.

Sinceramente,

Maestras de Kinder para familias

FAMILY KINDERGARTEN

Dear Parents of _____,

Thank you for your interest in Family Kindergarten. We regret that we have no space available at this time, but we have placed your name on a waiting list. We will notify you if there is a cancellation for one or more of the classes.

Sincerely,

Family Kindergarten Teachers

****

Estimados padres de _____,

Muchas gracias por su interés en las clases de Kinder para familias. Lo sentimos que no hay lugar ahora, pero hemos puesto su nombre en una lista de espera. Les notificaremos si hay una cancelación para una o más de las clases.

Sinceramente,

Family Kindergarten Teachers

FAMILY KINDERGARTEN CALENDAR

Date	Topic
January 9, 1991	Homework
January 23, 1991	Reading
February 6, 1991	Math
February 20, 1991	Language
March 6, 1991	Math

Time: 7:00 - 8:00 P.M.
Day: Wednesdays
Place: Rooms K-1 & K-2, Garretson School

FAMILY KINDERGARTEN CALENDAR

Date

Topic

Homework

Reading

Math

Language

Math

Time:
Day:
Place:

REMINDER!

FAMILY KINDERGARTEN

WEDNESDAY
January 9
7:00 to 8:00 P.M.

REMINDER!

FAMILY KINDERGARTEN

RECORDATORIO!

KINDER PARA FAMILIAS

MIÉRCOLES
9 de enero
7:00 to 8:00 P.M.

RECORDATORIO!

KINDER PARA FAMILIAS

FAMILY KINDERGARTEN - SESSION 1

Kindergarten Homework

Date: January 9, 1991

Class: Kindergarten students and their parents

Objective: The learners will apply the principles of good study habits (Special Time, Special Place, Special Tools) when working together on kindergarten homework assignments.

Materials: KinderKits (Large envelope with scissors, crayons, pencil, and glue stick), Homework Corner handouts, file folders, parent information handouts, overhead transparencies of handouts

Room arrangement: Parents and children will sit at tables arranged for small groups.

I. Introduction: The instructor will state the objective and cite statistics that support the importance of homework.

II. Instruction: The instructor will demonstrate the following:

A. Tools for homework (KinderKit)

B. Types of homework (language arts, math, fine motor, etc.) Examples should be provided by kindergarten staff members.

C. Homework Corner - Explain the importance of setting aside special time and place for doing homework. Even the corner of the kitchen table can be designated by placing the Homework Corner there at a specified time each day. Family members should learn that the parent and child are doing important work when they have put up this "do not disturb" sign.

III. Guided practice: The instructor will pass out file folders and Homework Corner papers. The learners will color the paper, write their names on the bottom of the paper, and paste it on the outside of the file folder.

IV. Closure: The instructor will briefly review the principles of good study habits and announce the topic for the next session.

V. Independent practice The learners will apply the principles of good study habits to kindergarten homework assignments over the next few weeks and report results at the next meeting of Family Kindergarten.

FAMILY KINDERGARTEN AGENDA
Session 1
January 9, 1991

7:00-7:10	Refreshments Introductions
7:10-7:25	Topic: Kindergarten Homework
7:25-7:40	Pass out KinderKits Make Homework Corners
7:40-7:55	Parents: Question/Answer Volunteers for refreshments Children: Practice coloring and cutting
7:55-8:00	Announce time, date and topic of next meeting

FAMILY KINDERGARTEN

Dear Parents,

Tonight we will be studying four kinds of homework assignments. Each kindergarten teacher has a homework plan for his/her classroom, but most kindergarten homework will be like one of the following:

1. ALPHABET: Help your child cut out pictures of things that start with the sound of the an alphabet letter.

2. MEMORIZATION: Help your child to memorize the poem and color or complete the worksheet.

3. MATHEMATICS: Help your child to count objects or complete a mathematics worksheet.

4. LANGUAGE: Talk to your child about an assigned topic and help him write and illustrate a short story.

Kindergarten students should spend about 10 to 20 minutes each night doing their homework assignment. Your child will need a quiet corner to complete his homework with you. He/she will need pencil, crayons, scissors and paste. This can be a special time for you and your child to work together. Homework allows your child to develop responsibility by completing the assignment and caring for his homework tools. The habits he develops in kindergarten will help determine his success in later school years. Thank you for becoming a partner in your child's education.

Sincerely yours,

Family Kindergarten Teachers

KINDER PARA FAMILIAS

Estimados padres,

Esta noche vamos a estudiar cuatro tipos de tareas. Cada maestro/a de kinder tiene su propio plan de tareas, pero usualmente las tareas son de una de las clases siguientes:

1. **ALFABETO:** Ayúdele a su niño/a a cortar dibujos de cosas que empiezan con el sonido de la letra.

2. **MEMORIZACION:** Ayúdele a su niño/a a aprender de memoria el poema y a colorear o completar la página.

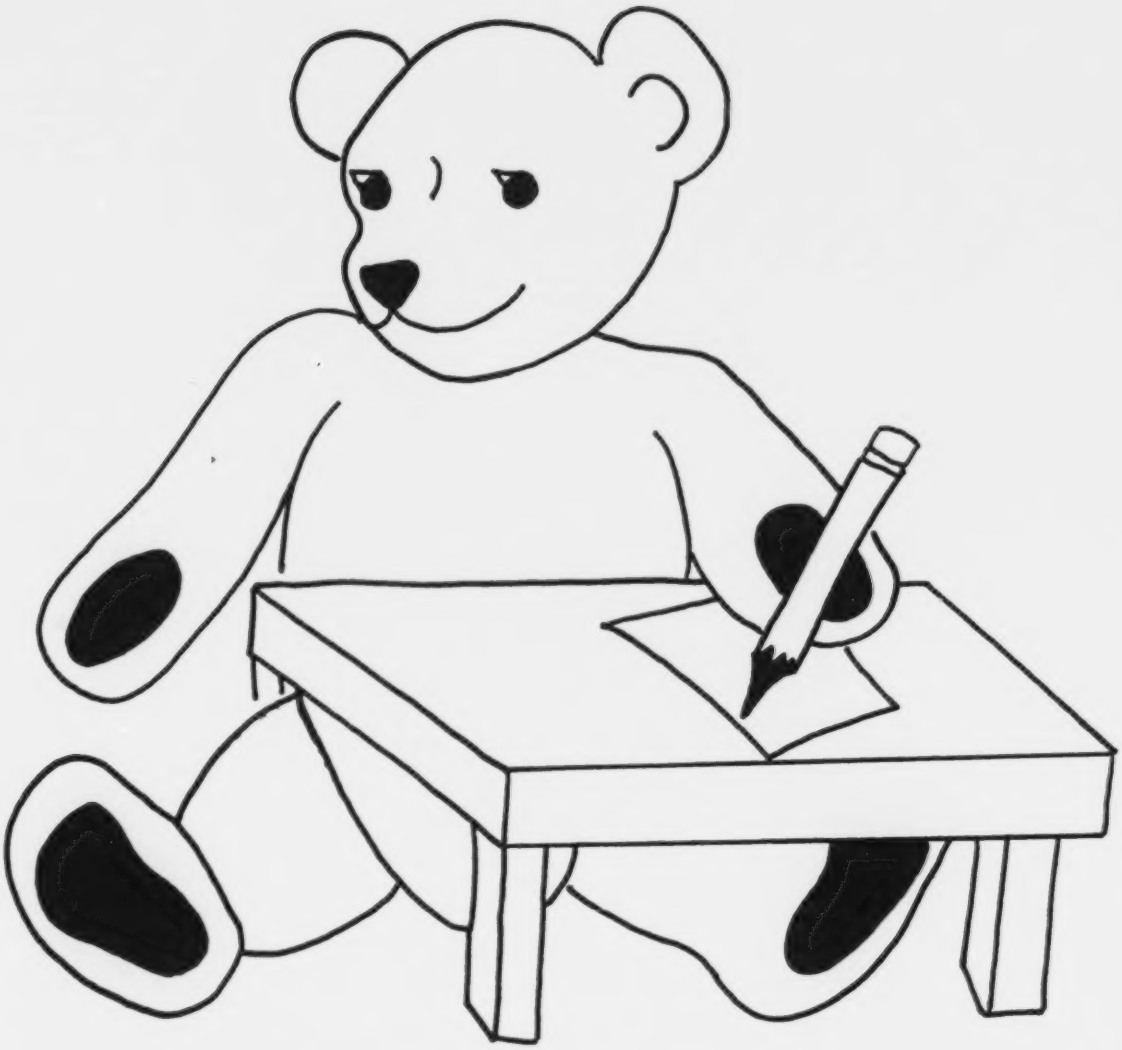
3. **MATEMATICAS:** Ayúdele a su niño/a a contar o completar la página.

4. **LENGUAJE:** Hable a su niño del sujeto nombrado y ayudele a escribir e ilustrar un cuentito.

Los párvulos deben pasar 10 a 20 minutos cada noche haciendo las tareas. Debe tener un rincón quieto para completar las tareas con Uds. Necesita un lápiz, unos colores, tijeras, y pegadura. Puede ser un tiempo especial para Uds. y su niño/a. Las tareas desarrollan la responsabilidad para completar las tareas y cuidar sus útiles. Los hábitos que su niño/a desarrolla en kinder van a servirle durante los años escolares que siguen. Gracias para hacerse un partícipe en la educación de su niño/a.

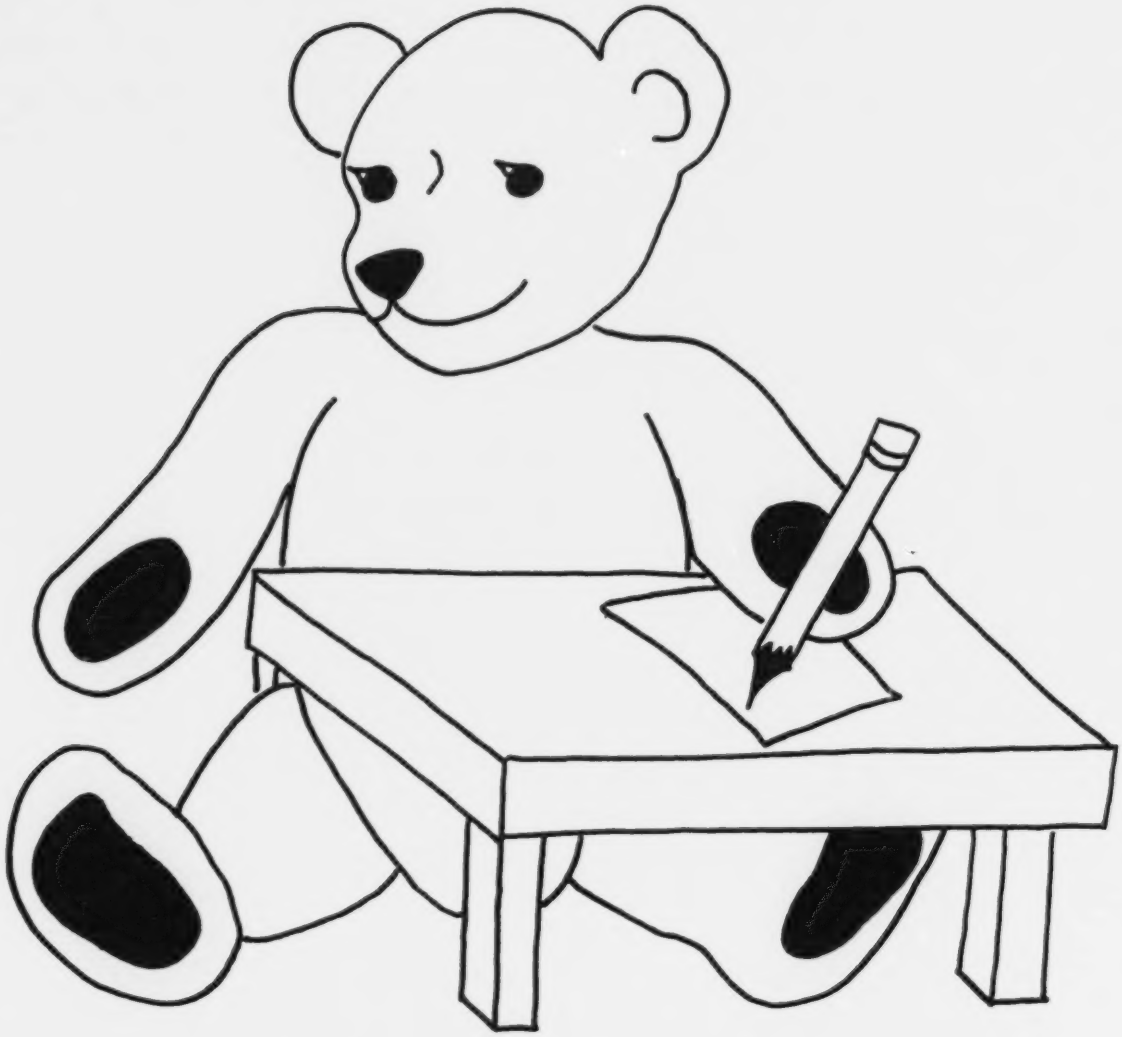
Sinceramente,

Maestras de Kinder para familias



My Homework Corner

NAME ----------



Mi Rincón de Tareas

NOMBRE _____

Hora especial

Lugar especial

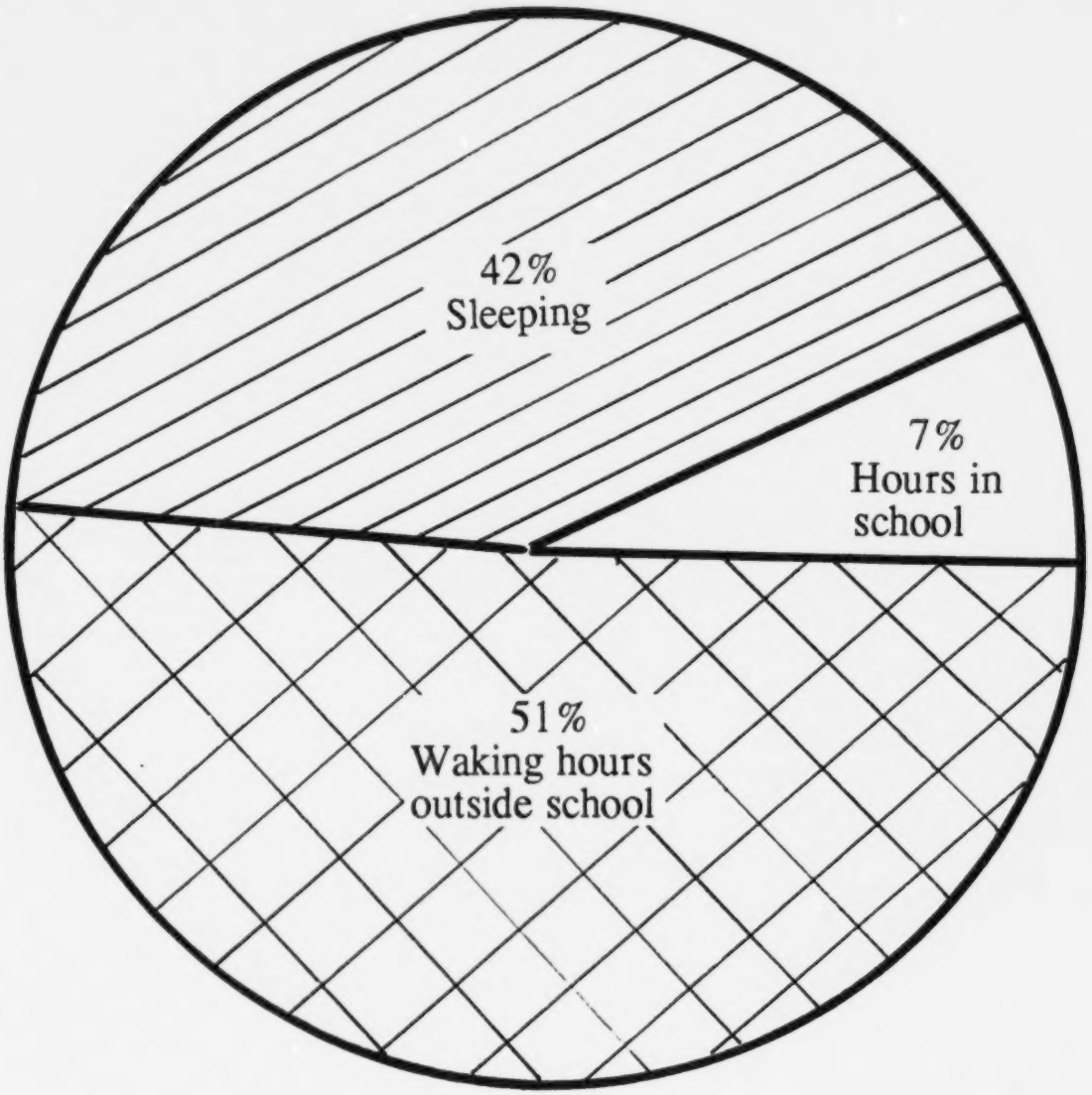
Utiles especiales

Special time

Special place

Special tools

One Year in the Life of a Kindergarten Student

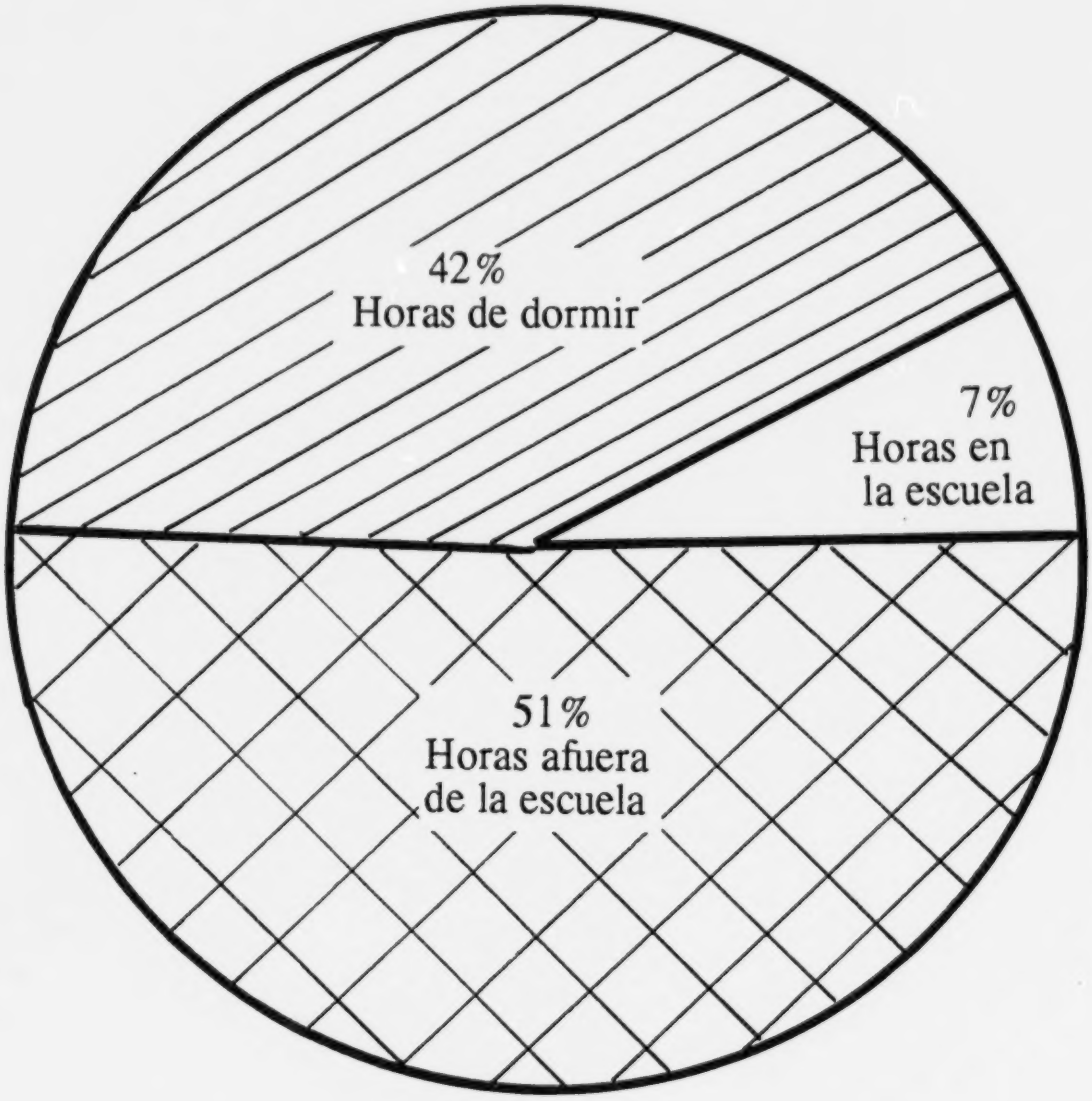


School= 180 days x 3.5 hours per day

Sleeping= 365 days x 10 hours per day

Waking hours out of school = 180 days x 11.5 hours per day plus 185 days x 14 hours per day

Un año en la vida de un párvulo



Escuela= 180 días x 3.5 horas por día

Horas de dormir= 365 días x 10 horas por día

Horas despiertas afuera de la escuela = 180 días x 11.5 horas por día <u>más</u> 185 días x 14 horas por día

FAMILY KINDERGARTEN - SESSION 2

Reading With Your Child

Date: January 23, 1991

Class: Kindergarten students and their parents

Objective: The learners will select appropriate literature together for nightly reading at home and apply the principles of Shared Reading.

Materials: Examples of children's literature in all languages appropriate for class, 25 paperback literature books to be given away, one Big Book for demonstration of Shared Reading, handouts for Shared Reading and How to Obtain a Library Card, 25 copies of Reading Logs

Room arrangement: The parents and children will sit in a circle of chairs.

I. Introduction: The instructor will introduce the guest speaker and explain that she will show them many examples of good children's literature. The instructor will explain that a demonstration of Shared Reading will follow the guest speaker and they will learn where they can find children's literature.

II. Instruction: The guest speaker and the instructor will demonstrate the following:

   A. Various examples of classic and modern children's literature

   B. Techniques for Shared Reading

   C. Where to find children's literature (public and school libraries, bookstores, book clubs, school book fairs, garage sales)

III. Guided practice: The learners will select a book from classroom displays and read together, using Shared Reading techniques.

IV. Closure: Each family will select a book to keep and read at home. The instructor will review the techniques for Shared Reading and review the sources for children's literature. The importance of a nightly reading program will be reinforced.

V. Independent practice: The learners will begin a nightly reading program at home and report on the results at the next Family Kindergarten meeting by filling out a Reading Log.

FAMILY KINDERGARTEN AGENDA
Session 2
January 23, 1991

7:00-7:05	Refreshments Introductions
7:05-7:20	Mrs. Sally Hoover, Guest Speaker Owner of Over the Rainbow Book Store
7:20-7:30	Demonstration of Shared Reading Sources of Children's Literature
7:30-7:40	Family Reading and Literature Sharing
7:40-7:55	Pass out free books Question/Answer Volunteers for refreshments
7:55-8:00	Announce time, date and topic of next meeting

FAMILY KINDERGARTEN

SHARED READING

1. READ EVERY NIGHT WITH YOUR CHILD. This can be a special and pleasant way to say good night.

2. ALLOW YOUR CHILD TO SELECT HIS OWN BOOK. Reading together will be more pleasant if he is interested in the book. You may find that your child will want to hear the same story repeatedly. THIS IS GREAT! By hearing the same patterns of language over and over, he will begin to associate the printed word with the spoken word.

3. HAVE A VARIETY OF BOOKS AVAILABLE. Children have different interests and attention spans. At first, they might prefer picture books with very few words on each page. Later they might select classic fairy tales that are longer and more complicated. Other children might prefer non-fiction books that tell about the world around them. It's a good idea to have a wide selection from which to choose.

4. SPEND TIME DISCUSSING THE COVER AND EACH PAGE. Your child will be can learn a great deal about a story from the pictures alone. Wordless books are available that he can "read" by interpreting the pictures.

5. FOLLOW THE WORDS WITH YOUR FINGER AS YOU READ. This will help your child associate what you say with what you read. After reading a story together often, you may find that your child begins pointing out words that he can read himself.

6. STOP AND ASK YOUR CHILD TO PREDICT THE STORY. Research tells us that good readers can predict "what might happen next." There are no wrong answers to this question, because it is his opinion that counts.

7. LET YOUR CHILD DECIDE THE LENGTH OF TIME YOU READ TOGETHER. At the beginning, this might be as little as five minutes. As your child begins to realize that this is a cozy and special time together, he will want to spend more time reading.

8. ENJOY YOURSELF! The most important thing that you can show your child is your enjoyment of reading. Research tells us that children who become good readers often come from families where reading is a frequent and enjoyable activity.

LA LECTURA CON SU NIÑO

1. LEA CADA NOCHE CON SU NIÑO. Este tiempo puede ser un método muy especial y agradable de decir buenas noches.

2. PERMITA QUE SU NIÑO ESCOGE SU PROPIO LIBRO. La lectura es más agradable si su niño se interesa en el libro. Puede ser que su niño quiera leer el mismo cuento muchas veces. ¡ESTO ES GRANDIOSA! Al oir los mismos modelos de lenguaje muchas veces, él empezará a asociar la palabra imprimada con la palabra hablada.

3. TENGA UNA VARIEDAD DE LIBROS DISPONIBLES. Los niños tienen diferentes intereses y duracions diferentes de atención. Al principio, preferirían libros de dibujos con pocas palabras en cada página. Más tarde, preferirían los cuento de hadas que son más largos y complicados. Otros niños preferirían literatura no novelesca que les dicen de su mundo. Es una buena idea tener una selección grande de libros de los que pueden seleccionar.

4. PASE TIEMPO DISCUTIENDO LA PORTADA Y CADA PAGINA. Su niño puede descubrir mucho del cuento por medio de las ilustraciones. Los libros sin palabras están disponibles y pueden ser leídos por medio de los dibujos.

5. SIGA LAS PALABRAS CON EL DEDO MIENTRAS QUE ESTA LEYENDO. Este método le ayuda a su niño a asociar lo que se dice con lo que se lee. Después de leer un cuento muchas veces, descubrirá que su niño empieza a señalar unas palabras que puede leer por si mismo.

6. PAUSE Y PIDE QUE SU NINO PREDIGA EL CUENTO. La investigación educativa nos dice que lectores buenos pueden predicir <<lo que pasaría ahora>>. Para esta pregunta, no hay respuestas incorrectas porque es la opinión del niño/a que es importante.

7. ¡DIVIERTASE! Lo más importante que puede mostrarle a su niño es su propio placer de leer. La investigación educativa nos dice que niños que se hacen lectores buenos vienen muchas veces de familias donde la lectura es una actividad frecuente y agradable.

HOW TO GET A LIBRARY CARD

WHO IS ELIGIBLE?

Any resident, regardless of age, is eligible for a Corona Public Library Card. Your child can get a library card if you want him to have one.

WHAT DO I DO?

Go to the Corona Public Library, located on the southwest corner of Main and 6th Streets. Your child does not have to be with you. A clerk at the Circulation Desk will give you a form to fill out. Fill out the form and sign your name. Your child does not have to sign his name. The clerk will help you if you need assistance.

WHAT DO I NEED?

You should have proof of your residence. This can be a driver's license with your current address. If you have moved, you may write your current address on the back. Other acceptable proofs of residence are:

Utility bills addressed to you

Checkbook with your printed address

Mail addressed to you

HOW DO I CHECK OUT BOOKS?

Most of the books in the Children's Library may be loaned for three weeks. A child may take out as many as 20 books at one time. I recommend about 5-6 books at a time. Your child should learn to be responsible for the books and he cannot keep track of 20 books at once. A clerk at the Circulation Desk will ask for your card and check out the books to you. Be sure that you are aware of the DUE DATE. Overdue books are subject to fines. The children's librarian is Ms. Susan Lopez-Daily. She will be happy to help you find books that your child will enjoy.

COMO OBTENER UNA TARJETA DE LA BIBLIOTECA

¿QUIEN ES ELEGIBLE?

Cualquier residente, sin consideración de edad, puede obtener una tarjeta de la Biblioteca de Corona. Su niño puede obtener una tarjeta si Uds. lo desean.

¿QUE HAGO?

Tiene que ir a la Biblioteca de Corona, que está situada en la esquina sudoeste de las calles de Main y 6ta. Su niño no tiene que acompañarle. Hay formas en el Escritorio de Circulación. Usualmente hay empleados bilingues que pueden ayudarle a llenar las formas. Tiene que llenar la forma y firmarla. Su niño no tiene que firmala.

¿QUE NECESITO?

Es necesario tener una prueba de su residencia actual. Puede ser una licencia para manajar de California con su dirección actual. Si ha cambiado de domicilio, puede escribir su dirección actual atrás. Otras identificaciones que puede usar son:

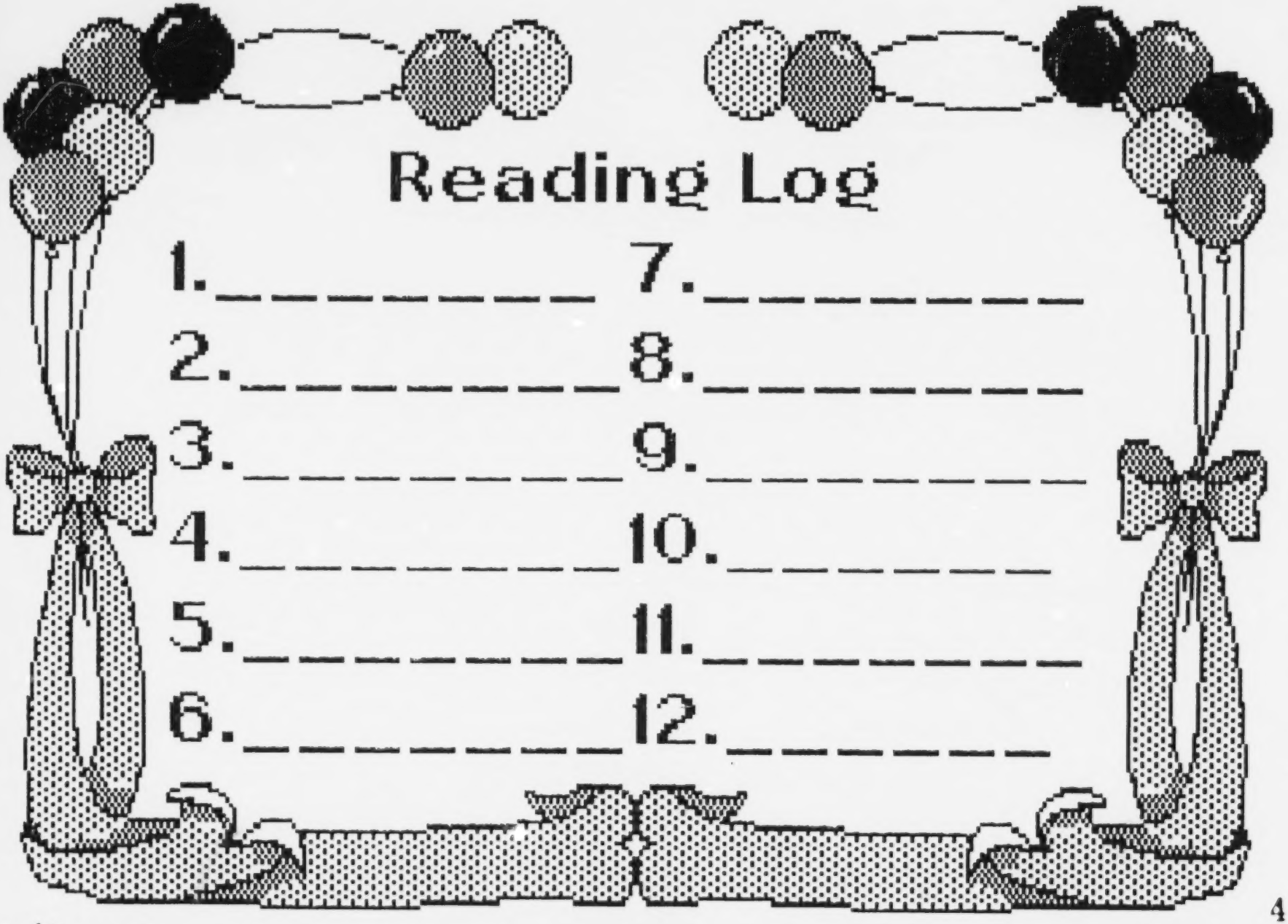
Recibos de servicios públicos con su nombre y dirección

Talonario de cheques con su nombre y dirección

Correo que tiene su nombre y dirección actual

¿COMO OBTENGO LIBROS?

La mayoría de los libros en la biblioteca de niños pueden ser prestados por tres semanas. Un niño puede obtener 20 libros a la vez. Recomendo que lleve no más que 5-6 libros porque debe ser responsable por los libros y no puede cuidar 20 libros. Un empleado al Escritorio de Circulación usará su tarjeta para prestarle los libros. Fíjese en la fecha de vencimiento. Hay multas para libros vencidos. Srta. Susan López-Daily, que es la bibliotecaria de niños, es bilingüe. Ella puede ayudarle encontrar libros que le gustaría a su niño.



Reading Log

1._____ 7._____

2._____ 8._____

3._____ 9._____

4._____ 10._____

5._____ 11._____

6._____ 12._____

Diario de lectura
1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____

FAMILY KINDERGARTEN - SESSION 3
Mathematics 1

Date: February 6, 1991

Class: Kindergarten students and their parents

Objective(s):
1. To practice gathering information and organizing it into graphic format
2. To practice estimation
3. To practice problem-solving techniques
4. To gain experience with and understand numbers
5. To gain experience with A-A-B patterns

Materials: 6 to 8 graphs (see Family Math for suggestions), 2 estimation activities, 2 optional door prizes, 25 egg cartons, 25 sets of two-sided beans (80 beans per set), 25 Bean Game handouts for number 5 (Math-Their-Way), 25 sets of 10 toothpicks, 25 sets of two colors of macaroni for stringing, 25 pieces of yarn.

Room arrangement: Parents and children will sit at tables arranged for small groups.

I. Introduction: The instructor will demonstrate the graphs and estimation activities. The instructor will explain that the learners will play some math games about numbers, patterns and problem-solving after they complete the graphing activities.

II. Instruction:

A. The instructor will supervise the gathering of information and model correct graphing techniques.
B. The instructor will teach Egg Carton Numbers (Family Math, page 24).
C. The instructor will teach The Bean Game with number 5 (Math-Their-Way)
D. The instructor will teach Balloon Ride (Family Math, page 30)
E. The instructor will teach A-A-B patterns by modeling stringing a macaroni necklace.

III. Guided Practice: The instructor will monitor the games while the children and parents play.

IV. Closure: The instructor will announce the graph results and estimation winners. (Optional door prizes for estimation winners.)

V. Independent practice: The learners will practice the math games at home and report results at the next meeting of Family Kindergarten.

FAMILY KINDERGARTEN AGENDA
Session 3
February 6, 1991

7:00-7:10	Refreshments, Introduction
7:10-7:30	Graphing Activities
7:30-7:55	Math Games
7:55-8:00	Closure Announce time, date and topic of next Family Kindergarten Meeting

Graphing and Estimating Ideas

Do You Prefer Flour or Corn Tortillas?
¿Prefiere tortillas de harina o de maíz?

Flour Harina | Corn Maíz

How many keys are on your key chain?
¿Cuántas llaves en su llavero?

0-3 | 4-6 | 7-10 | More Más

What kind of shoes are you wearing?
¿Qué clase de zapatos lleva?

Laces Cordones | Straps Correas | Other otro

How many raindrops will cover the umbrella?
¿Cuántas gotas de lluvia para cubrir el paraaguas?

FAMILY KINDERGARTEN - SESSION 4

Language Development

Date: February 20, 1991

Class: Kindergarten students and their parents

Objective: Working in cooperative learning groups, the learners will dictate poems, riddles, songs, fingerplays and stories to be published in a Family Kindergarten Language Book.

Materials: Chart paper, marking pens

Room arrangement: The parents and children will initially sit at tables arranged for small groups and then will sit in a circle of chairs for sharing.

I. Introduction: The instructor will remind the parents that as the primary teachers of their children, they are the ones who taught them to talk and develop most of the language that they possessed when they came to school. Tell the learners that they are going to form five groups (poems, riddles, songs, fingerplays and stories). Each group is going to dictate and illustrate the childhood rhymes, etc. that they remember. Then they will share their contributions, which will be published in a Family Kindergarten Language Book and distributed to all the participants for use at home.

II. Instruction: The instructor will model a poem from her childhood and write it on the chart paper with an illustration.

III. Guided practice: The instructor will facilitate the dictation in each cooperative learning group.

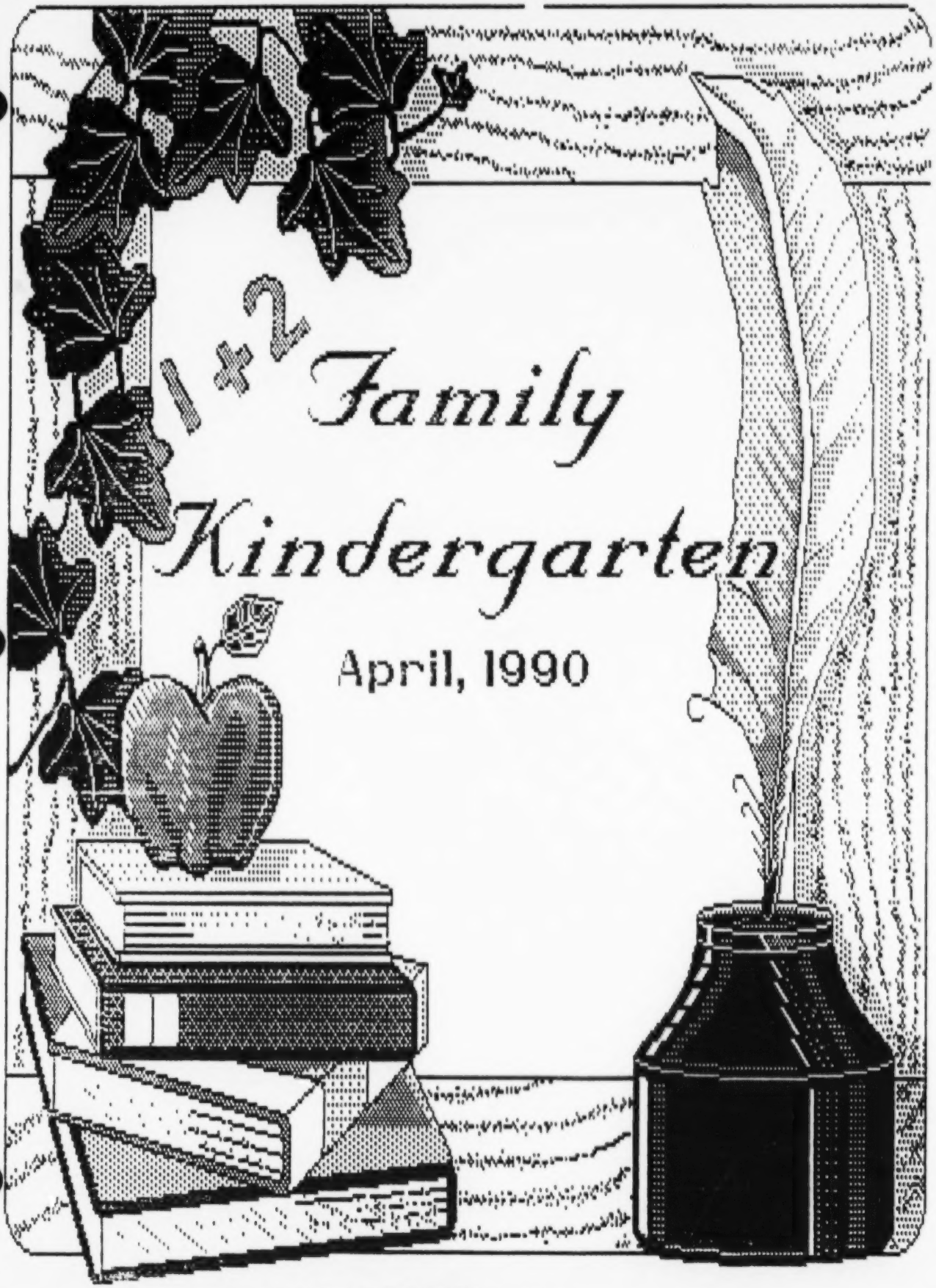
IV. Closure: Each group will share their contributions with the whole class.

V. Independent practice: The published book will be distributed to the Family Kindergarten students within one week. The learners will practice some new recitations for the next meeting of Family Kindergarten.

FAMILY KINDERGARTEN AGENDA
Session 4

February 20, 1991

7:00-7:10	Refreshments, Introduction
7:10-7:40	Cooperative Learning Groups Dictate and illustrate childhood rhymes, riddles, fingerplays, stories and songs
7:40-7:55	Share contributions
7:55-8:00	Remind families that the published books will be coming home with students within one week and they should learn one new poem, song, etc. for the next meeting. Announce time, place and topic of next meeting Volunteers for refreshments



BEST COPY AVAILABLE

CANCIONES

De la Familia Alvarez

CANCION DE LA CUNA

Duérmete niño que ahí viene el viejo,
Se come la carne y te deja el pelillo.

LOS MESES DEL AÑO

Los meses del año vamos a contar
Diciendo por orden hay que comenzar:
Enero, febrero y marzo y abril
y mayo y junio ya julio cita aquí
Agosto, septiembre, octubre llegó
Noviembre, diciembre y el año acabó.
Son doce, son doce yo ya las conté
Los meses del año ya no olvidaré,
ya no olvidaré, ya no olvidaré.

FAMILY KINDERGARTEN - SESSION 5

Mathematics 2

Date: March 6, 1991

Class: Kindergarten students and their parents

Objective(s):
1. To practice gathering information and organizing it into graphic form
2. To practice estimation
3. To develop understanding of spatial relationships
4. To explore measurements of people
5. To see visual patterns among the first hundred numbers

Materials: 6 graphs (see Family Math for suggestions), 2 estimation activities, 2 optional door prizes, 25 sets of tangrams and Tangram handouts (pages 40-43 Family Math), 25 sets of 20 beans each, 25 Cover Patterns handouts (pages 203, 206 Family Math), 25 sets of People Measurement Handouts (attached), 5 measuring tapes

Room arrangement: Parents and children will sit at tables arranged for small groups.

I. Introduction The instructor will demonstrate the graphs, estimations, and measuring activities. The instructor will explain that the learners will play some math games about geometry and number patterns after the graphing activities.

II. Instruction

A. The instructor will teach Tangram activites (pages 40-43 Family Math.)

B. The instructor will teach the Cover Pattern activities on pages 203 and 206 of Family Math.

III. Guided practice The instructor will monitor the games while the children and parents play.

IV. Closure The instructor will announce the results of the graphing activities and the winners of the estimation activities. (Optional door prizes for estimation winners.)

V. Independent practice The learners will practice the math games at home.

FAMILY KINDERGARTEN AGENDA

March 5, 1991

7:00-7:10	Introduction and Refreshments
7:10-7:30	Graphing and Estimation Activities
7:30-7:45	Math Games
	Tangrams Cover Patterns
7:45-8:00	Evaluation of Family Kindergarten Program

NAME _____

My foot is _____inches long.

Mi pie es_____pulgadas de largo.

My arm is _____inches between my wrist and my elbow.

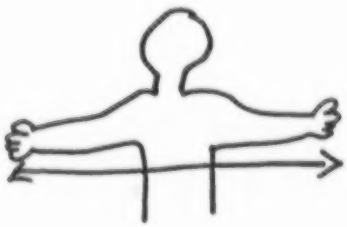
Mi brazo es _____ pulgadas entre la muñeca y el codo.

I am _____ inches tall.

Tengo _____pulgadas de estatura.

My armspan is _____ inches .

La distancia de mis brazos es _____pulgadas.



FAMILY KINDERGARTEN

PARENT'S EVALUATION OF FAMILY KINDERGARTEN

	Agree	Disagree	Uncertain
I learned how to help my child at home.			
I learned how reading and mathematics are taught in my child's class.			
I enjoyed the homework class.			
I enjoyed the literature class.			
I enjoyed the language class.			
I enjoyed the mathematics classes.			
I would recommend the Family Kindergarten program to my friends.			

COMMENTS:

KINDER PARA FAMILIAS

Evaluación de los padres de Kinder Para Familias

	De acuerdo	No de acuerdo	Incierto
Aprendí como ayudarle a mi niño en casa.			
Aprendí como se enseñan la lectura y las matemáticas en la clase de mi niño.			
Me gustó la clase de las tareas de casa.			
Me gustó la clase de la literatura infantil.			
Me gustó la clase del desarrollo de lenguaje.			
Me gustó la clase de matemáticas.			
Recomendaría el programa de Kinder Para Familias a mis amigos.			

COMENTARIOS:

FAMILY KINDERGARTEN

CHILD'S FAMILY KINDERGARTEN EVALUATION

KinderKit		
Homework Corner/Mi Rincón		
Books/libros		
Graphs/gráficas		
Estimation/estimacion		
Games/juegos		
Writing/escritura		

Certificate
The _____ Family
has completed the Family
Kindergarten classes at
School.
_____
Family Kindergarten Teacher
Date _____

Certificate

La familia _____

ha completado las clases de

Kinder Para Familias a la

Escuela Primaria .

_____

Maestra de Kinder Para Familias

Fecha_____